

MULTIMEDIA



UNIVERSITY

STUDENT IDENTIFICATION NO

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# MULTIMEDIA UNIVERSITY FINAL EXAMINATION

TRIMESTER 2, 2019/2020

## BSS 1024 - UNIVERSITY LEARNING TECHNIQUES

(All sections/ Groups)

11 MARCH 2020  
2.30 p.m – 4.30 p.m  
(2 Hours)

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### INSTRUCTIONS TO STUDENTS:

- a. This question paper consists of **TWO** parts – Part A and Part B. The total number of pages for this examination paper is **9 pages** (including the cover page).
- b. Please answer **ALL** questions.
  - **Part A** contains multiple choice questions (40 marks). Shade the most appropriate response on the multiple-choice answer sheet.
  - **Part B** contains short-answer questions (60 marks). Write your answers in the Answer Booklet provided.

**PART A: MULTIPLE CHOICE (40 marks)**

**Read each question below and then indicate the most appropriate response on the multiple-choice answer sheet. (2 marks for each correct answer, for a total of 40 marks)**

1. Our ability to successfully complete a task is described as \_\_\_\_\_:
  - a. self-efficacy
  - b. effort
  - c. goal
  - d. focusing at will
  
2. You send your brother to school and you are expecting your mother to say thank you to you is an example of \_\_\_\_\_:
  - a. extrinsic motivation
  - b. intrinsic motivation
  - c. internal distraction
  - d. external distraction
  
3. Our working memory works best when:
  - a. we do not pay attention to the information presented
  - b. we have to "work" on the material to make it meaningful
  - c. the stimuli are unimportant
  - d. we start forgetting the crucial information
  
4. You create a map in your mind with a series of stops. The first stop might be your front door, the second could be a table next to it where you put your sunglasses. Then, when you are given a list of words to memorize, you visualize scenes that link the words with each stop. The method is known as:
  - a. loci
  - b. mnemonic
  - c. time log
  - d. catchphrase

**Continued...**

5. Someone asked you, "what time it is?" You checked your watch and answered. A few seconds later, someone else asked again the same question. You have forgotten what time it is now. According to the traditional information-processing view, what type of memory was this?
- short term memory
  - long term memory
  - sensory memory
  - episodic memory
6. They come to class unprepared and have no real plan. They simply "go with the flow". They are not really motivated to learn. These characteristics best describe \_\_\_\_\_ students.
- strategic
  - active
  - passive
  - self-control
7. If my hostel mates were having a loud conversation while I was reading, I would ask them to keep it down or I close my door. These actions are examples for managing :
- the source of distraction
  - test anxiety
  - reading interest
  - important guests
8. Which of the following is the sign that your time is not well- managed?
- I tackle tasks in order of importance.
  - I manage to complete everything on my daily "to-do" list.
  - I accompany my mom to watch a movie whereby tomorrow is my exam.
  - I complete tasks on or before the deadline.

Continued...

9. You let others know ahead of time when you have a really busy day and can't be disturbed because you need to submit an assignment next month. According to urgent – important matrix, you are preparing to deal with activity in :
- urgent – important quadrant
  - urgent – not important quadrant
  - not urgent – important quadrant
  - not urgent – not important quadrant
10. You have finished a competition or test and would like some feedback. If you are an auditory learner you would like to have feedback:
- using graphs showing what you had achieved.
  - using examples from what you have done.
  - from somebody who talks it through with you.
  - using a written description of your results.
11. Higher level rehearsal strategies require.
- repetition to make information meaningful
  - reading over a material a few times
  - saying a material over and over again
  - copying the materials several times
12. Which of the following is not an advantage of overlearning?
- It helps you organize the information you need to learn.
  - It reduces test anxiety.
  - It prevents forgetting.
  - It helps you understand the material better.

Continued...

13. Jessie plans to study for an exam over a three-day period. She plans to study for four hours on Tuesday. Assuming her schedule is flexible, what would be the best time for her to study on Tuesday?
- She should study for four hours in the morning, when she is feeling rested.
  - She should study from 1:00 PM until 5:00 PM because that is when the dorm is the quietest.
  - She should study for four hours in the evening during her regular study hours.
  - She should distribute her study over two or three study periods throughout the day.
14. Active listening involves the following actions EXCEPT:
- Involves the analysis and understanding of the sounds you hear.
  - Using active mental model
  - Does not require focus
  - Using more than one senses
15. Some students get very anxious during exams and forget the material they studied. What is the best defense against anxiety-induced forgetting?
- transfer
  - overlearning
  - massed practice
  - review
16. The headings in your lecture notes help you organize the information, learn the information, and serve as \_\_\_\_\_ that help you retrieve the information during the exam.
- cues
  - recall questions
  - recall words
  - integrations

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17. The three learning styles are:
- visual, optical, and seeing
  - fast, slow, and medium
  - auditory, hearing, and listening
  - visual, auditory and kinesthetic
18. The act of delaying something that must be done is called \_\_\_\_\_.
- stress
  - self-downing
  - procrastination
  - over-scheduling
19. You can improve your listening skills in all of the following ways except by:
- reading along in the text as the professor gives the lecture.
  - deciding that you want to listen.
  - controlling your emotional response.
  - condensing the information before writing it down
20. Monitoring how often you lose your concentration can be very helpful in learning how to improve your concentration. Which of the following strategies DO NOT help in monitoring your concentration level?
- Figure out what actually triggered your loss in concentration
  - Put a check mark or write the time in the margin of your book or your lecture notes every time you're distracted
  - Make a commitment to reduce the number of distractions the next time you read or go to your lecture
  - Ignore any sign of distractions.

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**PART B: SHORT ANSWERS QUESTIONS (60 MARKS). PLEASE ANSWER ALL QUESTIONS.**

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**QUESTION 1 (20 marks)**

- a. Briefly describe **FOUR (4)** actions that a university student can apply to have a more efficient use of study time and complete work in a more productive way.

(8 marks)

- b. Explain **THREE (3)** importance of goals by providing a specific example to illustrate how each importance works in the life of a university student.

(12 marks)

**Continued ...**

**Question 2 (20 marks)**

A guest speaker came to your class to deliver a talk titled "The Importance of Financial Education". Below is the text of the guest speaker's speech. You audio recorded the speech as your lecturer has indicated the speech will be very useful for one of the assignments that assigned to the entire class. When you return home, you prepare a note using Cornell Note-Taking System based on the speech. When preparing the note, you should at least identify **FOUR (4)** information to be included in the recall column section and write a key point summary at the bottom of the note.

Good morning to all students and esteem academicians. Thank you for inviting us from the Credit Counselling and Debt Management Agency or also known as Agensi Pengurusan Kredit dan Kaunseling (AKPK) in Malaysia.

Many experts believe that financial education should be a lifelong programme, with different modules taught at different stages of life, instead of only teaching children some concepts. After all, those who were exposed to financial literacy in school may not remember the lessons after they graduate. On the other hand, young adults would probably find financial education more relevant to their lives. Dr Loke Yiing Jia, a researcher in Universiti Sains Malaysia, who has studied financial literacy among Malaysian adults, says it is not just the content of financial education that is important. "The timing of when it is taught in a person's life also makes a difference. The problem is, once a young adult leaves the structured world of school, it is hard to compel him to attend financial education courses unless employers include them as part of the employees' professional development. But is it the responsibility or is it in the interest of the employers to do so?

Financial education should be a lifelong thing. We have different financial needs at different stages of our lives, so financial education has to start at a young age, with a different emphasis given at each life stage." The government agency responsible for promoting financial education among Malaysian adults is the Credit Counselling and Debt Management Agency (AKPK). When the agency was established in 2006, it only offered counselling and debt management services to loan defaulters. But over the years, we saw that 46% of the people who got into this programme had poor financial planning skills. AKPK was known as the place people come to when they have financial problems, but we want to do more.

We also want to be able to prevent people from getting into financial problems in the first place. That is why today, AKPK is very committed to its efforts to provide financial education to the public." The agency has modules for university students, graduates who about to enter the workforce, adults who are interested in starting a family and those who want to plan for retirement. All these modules will be uploaded online in the near future. Up to 34 institutions of higher learning currently offer its Personal Financial Management (PFM) module, which is accredited by the Malaysian Qualifications Agency. "Our wish is to have the PFM module taught in all universities, public and private. Money management is a living skill applicable to people from all walks of life — young or old, professionals or otherwise. There should be a point in your life when you learn about managing your money and the different kinds of debt that you will be exposed to when you start working. This should be taught from young.

Article excerpted from:

<http://www.theedgemarkets.com/article/adulting-making-financial-education-lifelong-endeavour>

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**Question 3 (20 marks)**

- a. State **THREE (3)** strategies you should practice when attending lecture classes. Explain at least a benefit for applying each strategy.

(12 marks)

- b. Sharon has always insisted that she can study effectively while watching television. She tends to look up from her studies every few minutes to see what is happening on her TV program. As her friend, give **TWO (2)** reasons to Sharon on why this is an ineffective study technique.

(8 marks)

**End of Page.**